

## REPLACEMENT SHEET

Serial No. 10/722,926

115 110 "ORAL PRESENTATION" 105 125 100

	POOR	AVERAGE	GOOD	EXCELLENT
ORGANIZATION  <u>145</u>	AUDIENCE CANNOT UNDERSTAND PRESENTATION BECAUSE THERE IN NO SEQUENCE OF INFORMATION. <u>120</u>	AUDIENCE HAS DIFFICULTY FOLLOWING PRESENTATION BECAUSE STUDENT JUMPS AROUND.	STUDENT PRESENTS INFORMATION IN LOGICAL SEQUENCE WHICH AUDIENCE CAN FOLLOW. <u>140</u>	STUDENT PRESENTS INFORMATION IN LOGICAL, INTERESTING SEQUENCE WHICH AUDIENCE CAN FOLLOW.
CONTENT KNOWLEDGE  <u>150</u>	STUDENT DOES NOT HAVE GRASP OF INFORMATION; STUDENT CANNOT ANSWER QUESTIONS ABOUT SUBJECT.	STUDENT IS UNCOMFORTABLE WITH INFORMATION AND IS ABLE TO ANSWER ONLY RUDIMENTARY QUESTIONS.	STUDENT IS AT EASE WITH CONTENT, BUT FAILS TO ELABORATE.	STUDENT DEMONSTRATES FULL KNOWLEDGE (MORE THAN REQUIRED) WITH EXPLANATIONS AND ELABORATION.
VISUALS  <u>155</u>	STUDENT USED NO VISUALS.	STUDENT OCCASIONALLY USED VISUALS THAT RARELY SUPPORT TEXT AND PRESENTATION.	VISUALS RELATED TO TEXT AND PRESENTATION.	STUDENT USED VISUALS TO REINFORCE SCREEN TEXT AND PRESENTATION.
MECHANICS  <u>160</u>	STUDENT'S PRESENTATION HAD FOUR OR MORE SPELLING ERRORS AND/OR GRAMMATICAL ERRORS.	PRESENTATION HAD THREE MISSPELLINGS AND/OR GRAMMATICAL ERRORS.	PRESENTATION HAD NO MORE THAN TWO MISSPELLINGS AND/OR GRAMMATICAL ERRORS.	PRESENTATION HAS NO MISSPELLINGS OR GRAMMATICAL ERRORS.
DELIVERY  <u>130</u>	STUDENT MUMBLES, INCORRECTLY PRONOUNCES TERMS, AND SPEAKS TOO QUIETLY FOR STUDENTS IN THE BACK OF CLASS TO HEAR. <u>135</u>	STUDENT INCORRECTLY PRONOUNCES TERMS. AUDIENCE MEMBERS HAVE DIFFICULTY HEARING PRESENTATION.	STUDENT'S VOICE IS CLEAR. STUDENT PRONOUNCES MOST WORDS CORRECTLY.	STUDENT USED A CLEAR VOICE AND CORRECT, PRECISE PRONUNCIATION OF TERMS.

FIG. 1

<RUBRICS> 200  
   <RUBRIC>  
     <TITLE>Oral Presentation</TITLE>  
     <ROWSNO>5</ROWSNO>  
     <COLSNO>4</COLSNO>  
   <RUBRIC\_TABLE>  
     <RUBRIC\_CRITERIA> — 210  
       <ROWNO>1</ROWNO> — 240  
       <CRITERIA> Organization </CRITERIA> — 250  
     </RUBRIC\_CRITERIA>  
   <RUBRIC\_CRITERIA>  
     <ROWNO>2</ROWNO>  
     <CRITERIA> Content Knowledge </CRITERIA>  
   </RUBRIC\_CRITERIA>  
   <RUBRIC\_CRITERIA>  
     <ROWNO>3</ROWNO>  
     <CRITERIA> Visuals </CRITERIA>  
   </RUBRIC\_CRITERIA>  
   <RUBRIC\_CRITERIA>  
     <ROWNO>4</ROWNO>  
     <CRITERIA> Mechanics </CRITERIA>  
   </RUBRIC\_CRITERIA>  
   <RUBRIC\_CRITERIA>  
     <ROWNO>5</ROWNO>  
     <CRITERIA> Delivery </CRITERIA>  
   </RUBRIC\_CRITERIA>  
 220 — <RUBRIC\_SCORE>  
   <COLNO>1</COLNO> — 270  
   <SCORE> Poor </SCORE> — 260  
   </RUBRIC\_SCORE>  
   <RUBRIC\_SCORE>  
     <COLNO>2</COLNO>  
     <SCORE> Average </SCORE>  
   </RUBRIC\_SCORE>  
   <RUBRIC\_SCORE>  
     <COLNO>3</COLNO>  
     <SCORE> Good </SCORE>  
   </RUBRIC\_SCORE>  
   <RUBRIC\_SCORE>  
     <COLNO>4</COLNO>  
     <SCORE> Excellent </SCORE>

FIG.2A

**FIG.2B**

230 — `</RUBRIC_SCORE>`  
`<RUBRIC_CELL>`  
`<COLNO>1</COLNO>`  
`<ROWNO>1</ROWNO>`  
280 — `<BENCHMARK>` Audience cannot understand  
presentation because there is no sequence of information. `</BENCHMARK>`  
`</RUBRIC_CELL>`  
`<RUBRIC_CELL>`  
`<COLNO>1</COLNO>`  
`<ROWNO>2</ROWNO>`  
`<BENCHMARK>` Student does not have grasp  
of information; student cannot answer questions about subject. `</BENCHMARK>`  
`</RUBRIC_CELL>`  
`<RUBRIC_CELL>`  
`<COLNO>1</COLNO>`  
`<ROWNO>3</ROWNO>`  
`<BENCHMARK>` Student used no visuals.  
`</BENCHMARK>`  
`</RUBRIC_CELL>`  
`<RUBRIC_CELL>`  
`<COLNO>1</COLNO>`  
`<ROWNO>4</ROWNO>`  
`<BENCHMARK>` Student's presentation had four  
or more spelling errors and/or grammatical errors. `</BENCHMARK>`  
`</RUBRIC_CELL>`  
`<RUBRIC_CELL>`  
`<COLNO>1</COLNO>`  
`<ROWNO>5</ROWNO>`  
`<BENCHMARK>` Student mumbles, incorrectly  
pronounces terms, and speaks too quietly for students in the back of  
class to hear. `</BENCHMARK>`  
`</RUBRIC_CELL>`  
`<RUBRIC_CELL>`  
`<COLNO>2</COLNO>`  
`<ROWNO>1</ROWNO>`  
`<BENCHMARK>` Audience has difficulty following  
presentation because student jumps around. `</BENCHMARK>`  
`</RUBRIC_CELL>`  
`<RUBRIC_CELL>`  
`<COLNO>2</COLNO>`  
`<ROWNO>2</ROWNO>`  
`<BENCHMARK>` Student is uncomfortable with  
information and is able to answer only rudimentary questions. `</BENCHMARK>`

**FIG.2C**

```
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>2</COLNO>
    <ROWNO>3</ROWNO>
    <BENCHMARK> Student occasionally used
visuals that rarely support text and presentation. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>2</COLNO>
    <ROWNO>4</ROWNO>
    <BENCHMARK> Presentation had three
misspelling and/or grammatical errors. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>2</COLNO>
    <ROWNO>5</ROWNO>
    <BENCHMARK> Student incorrectly pronounces
terms. Audience members have difficulty hearing presentation.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>3</COLNO>
    <ROWNO>1</ROWNO>
    <BENCHMARK> Student presents information in
logical sequence which audience can follow</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>3</COLNO>
    <ROWNO>2</ROWNO>
    <BENCHMARK> Student is at ease with
content, but fails to elaborate. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>3</COLNO>
    <ROWNO>3</ROWNO>
    <BENCHMARK> Visuals related to text and
presentation. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>3</COLNO>
    <ROWNO>4</ROWNO>
    <BENCHMARK> Presentation has no more than
two misspellings and/or grammatical errors. </BENCHMARK>
</RUBRIC_CELL>
```

```

<RUBRIC_CELL>
    <COLNO>3</COLNO>
    <ROWNO>5</ROWNO>
    <BENCHMARK> Student's voice is clear.
Student pronounces most words correctly.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>4</COLNO>
    <ROWNO>1</ROWNO>
    <BENCHMARK> Student presents information in
logical, interesting sequence which audience can follow.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>4</COLNO>
    <ROWNO>2</ROWNO>
    <BENCHMARK> Student demonstrates full
knowledge (more than required) with explanations and elaboration.
</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>4</COLNO>
    <ROWNO>3</ROWNO>
    <BENCHMARK> Student used visuals to
reinforce screen text and presentation.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>4</COLNO>
    <ROWNO>4</ROWNO>
    <BENCHMARK> Presentation has no
misspellings or grammatical errors. </BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>4</COLNO>
    <ROWNO>5</ROWNO>
    <BENCHMARK> Student used a clear voice
and correct, precise pronunciation of terms. </BENCHMARK>
</RUBRIC_CELL>
</RUBRIC_TABLE>
</RUBRIC>
</RUBRICS>

```

FIG.2D

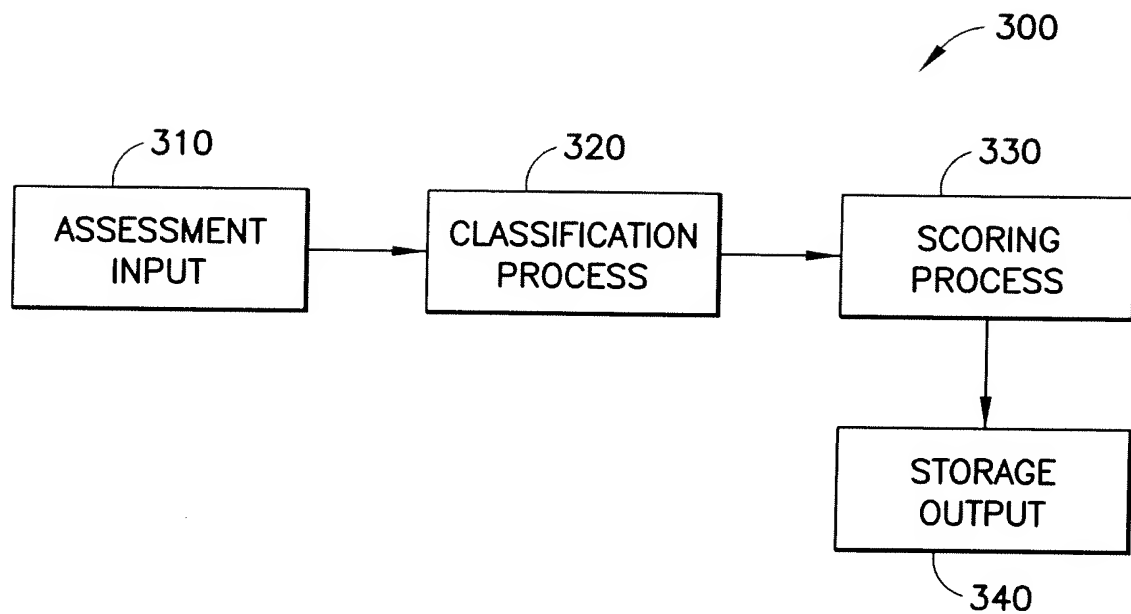


FIG.3

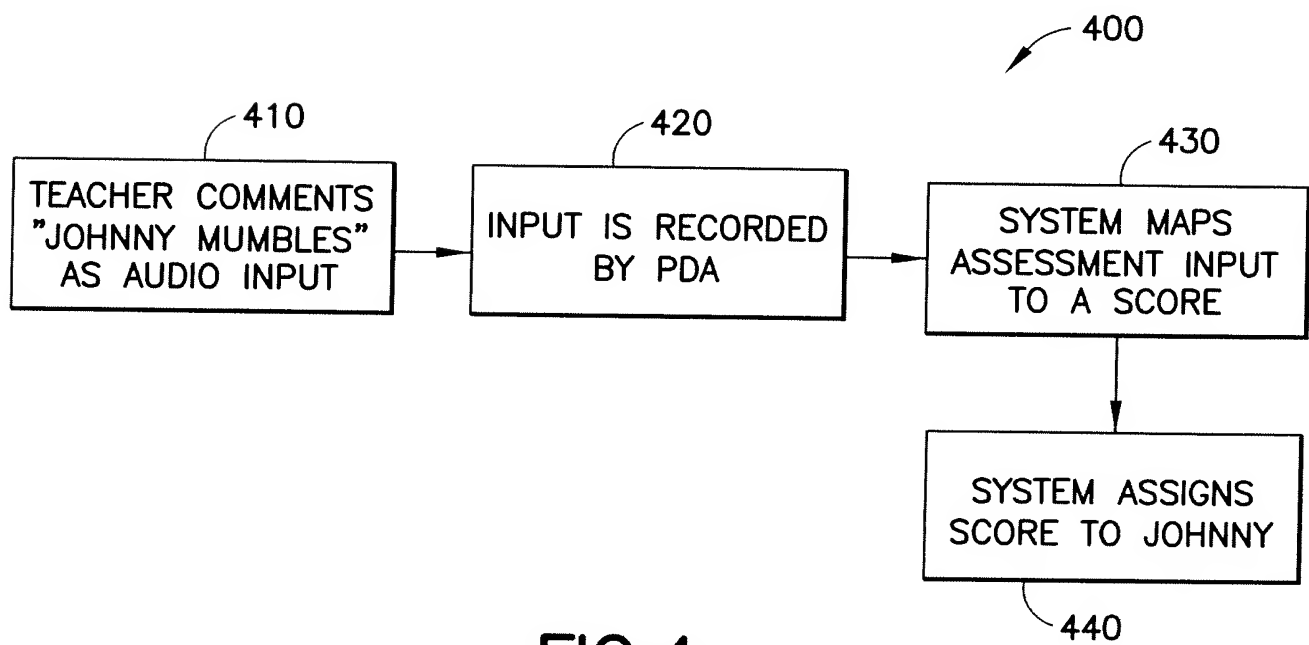


FIG.4

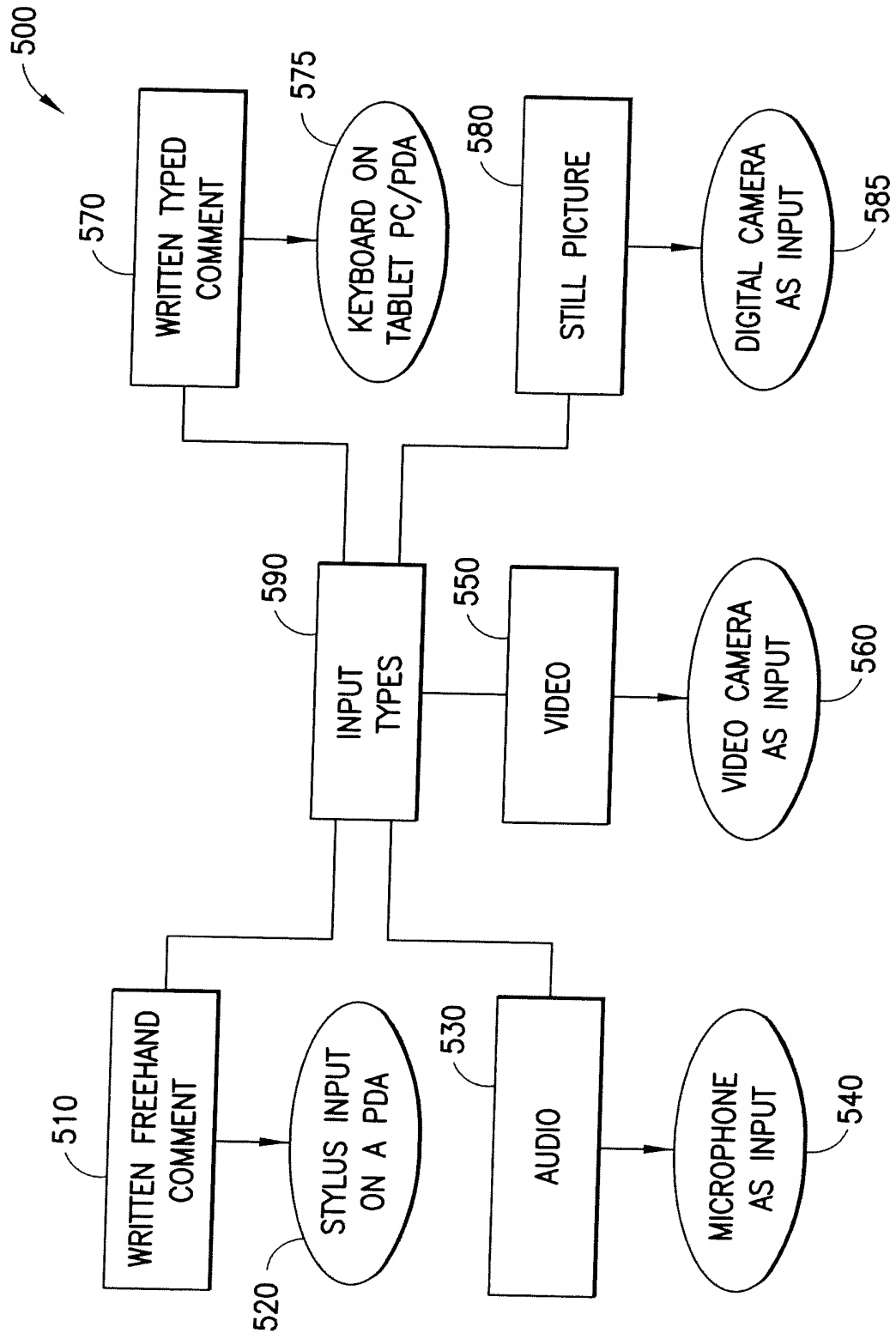


FIG.5

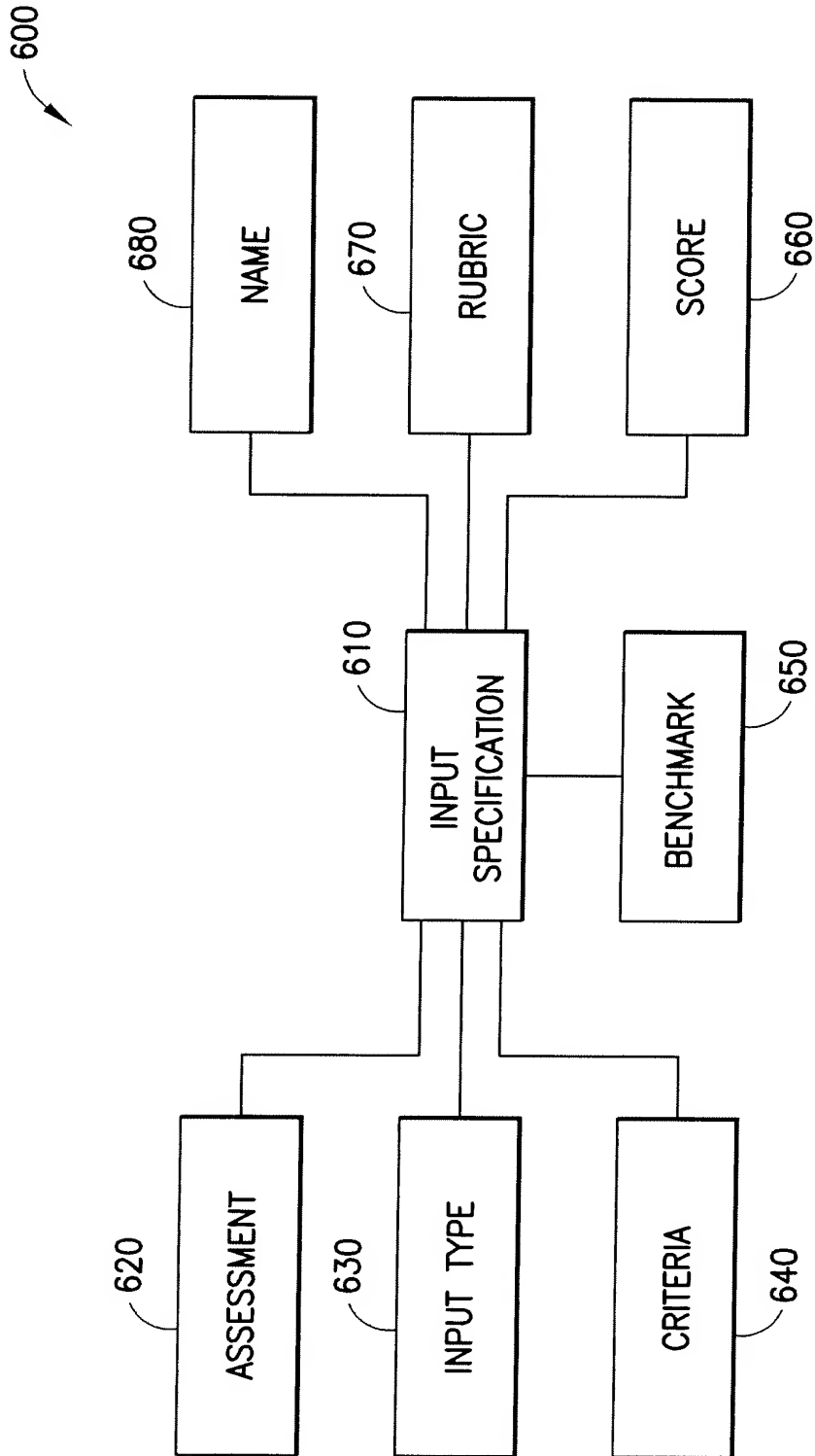


FIG. 6



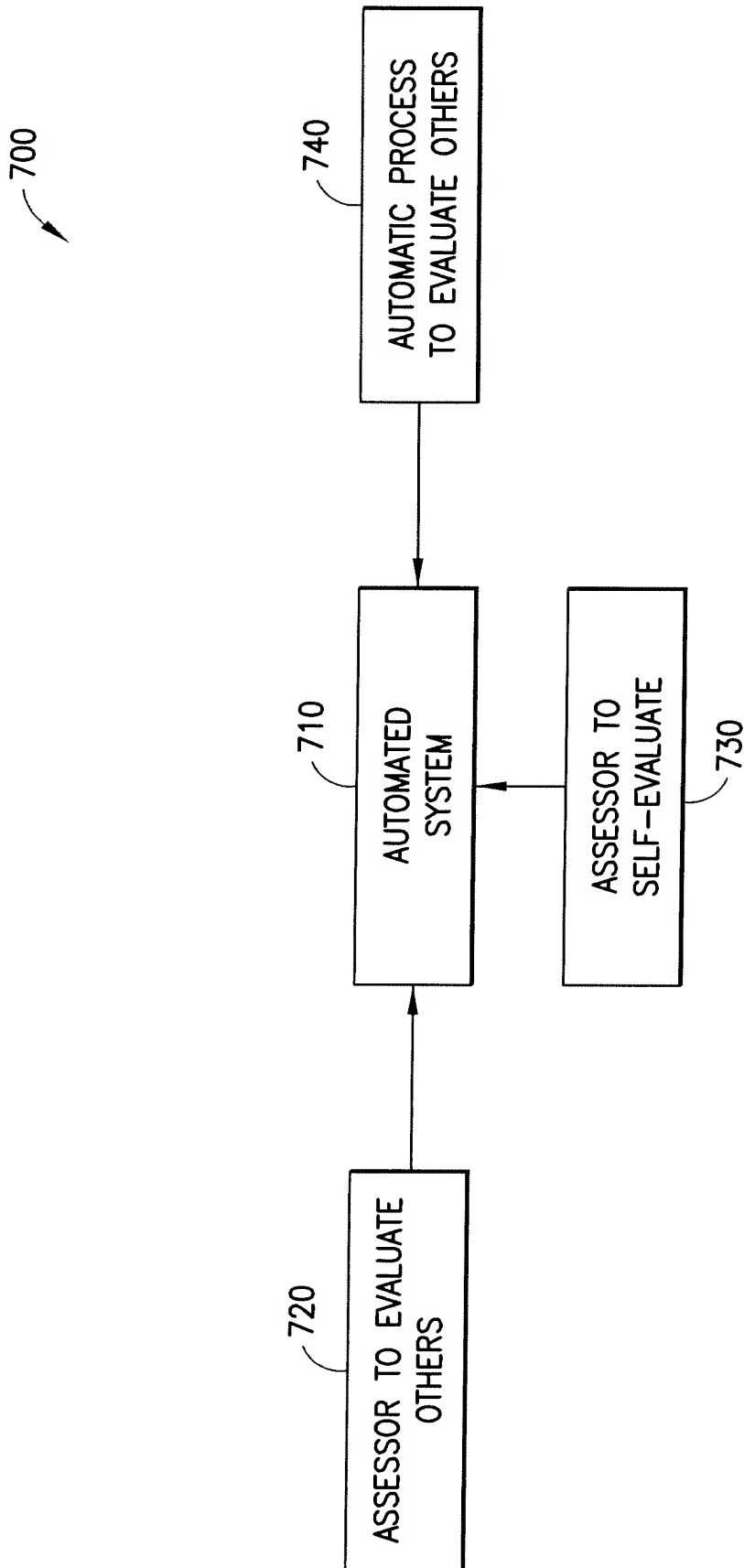


FIG. 7

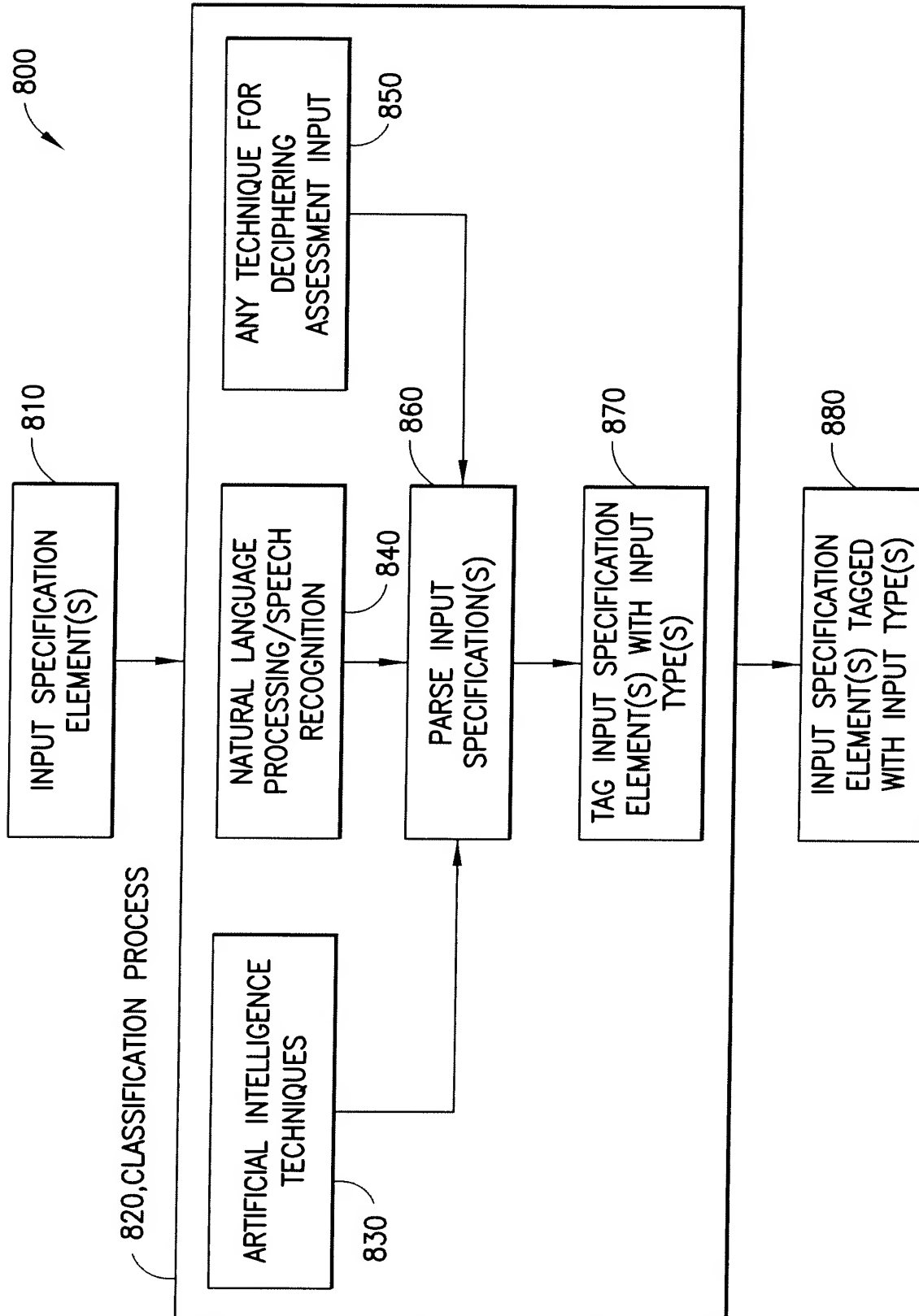


FIG.8

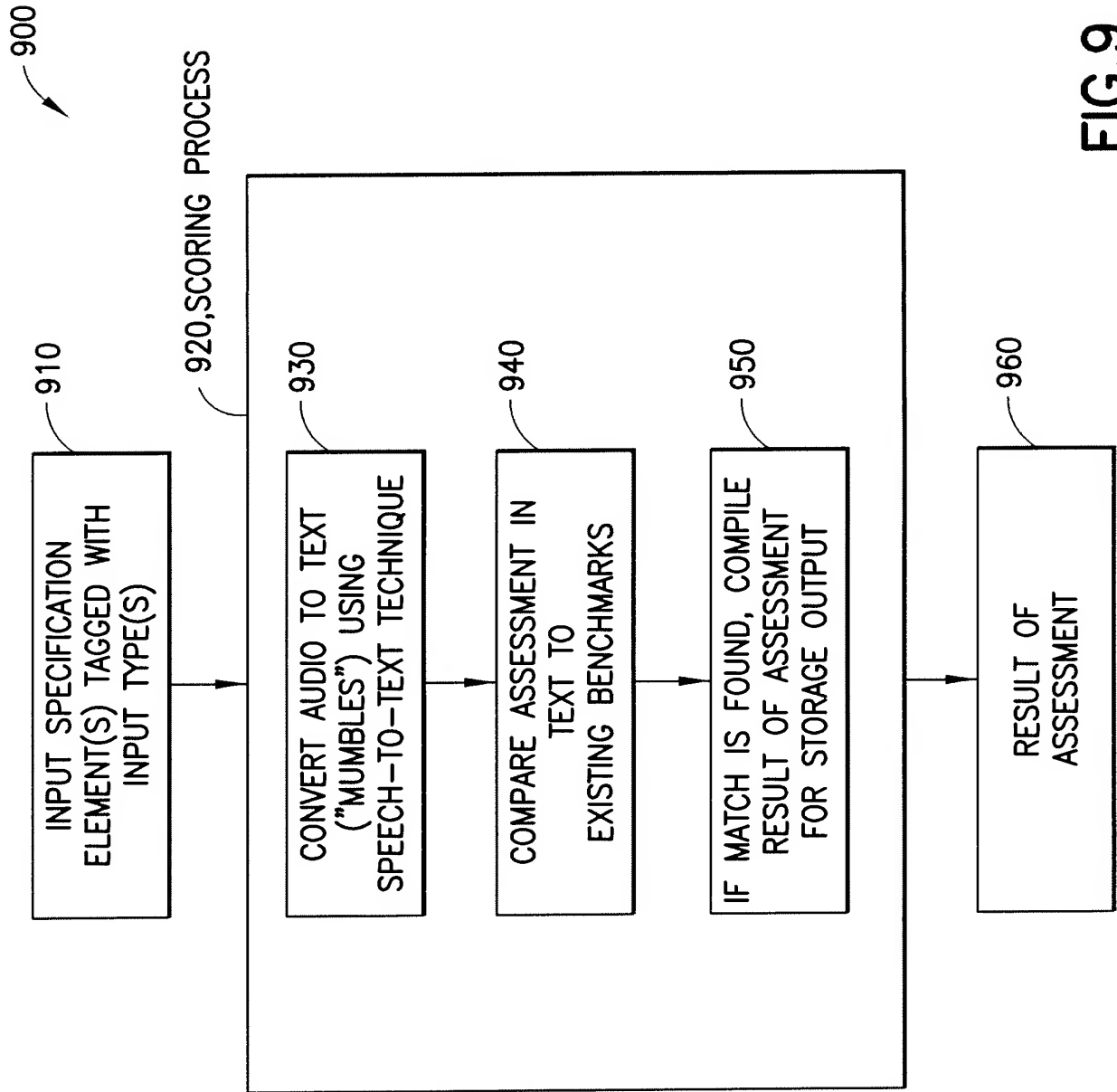


FIG.9

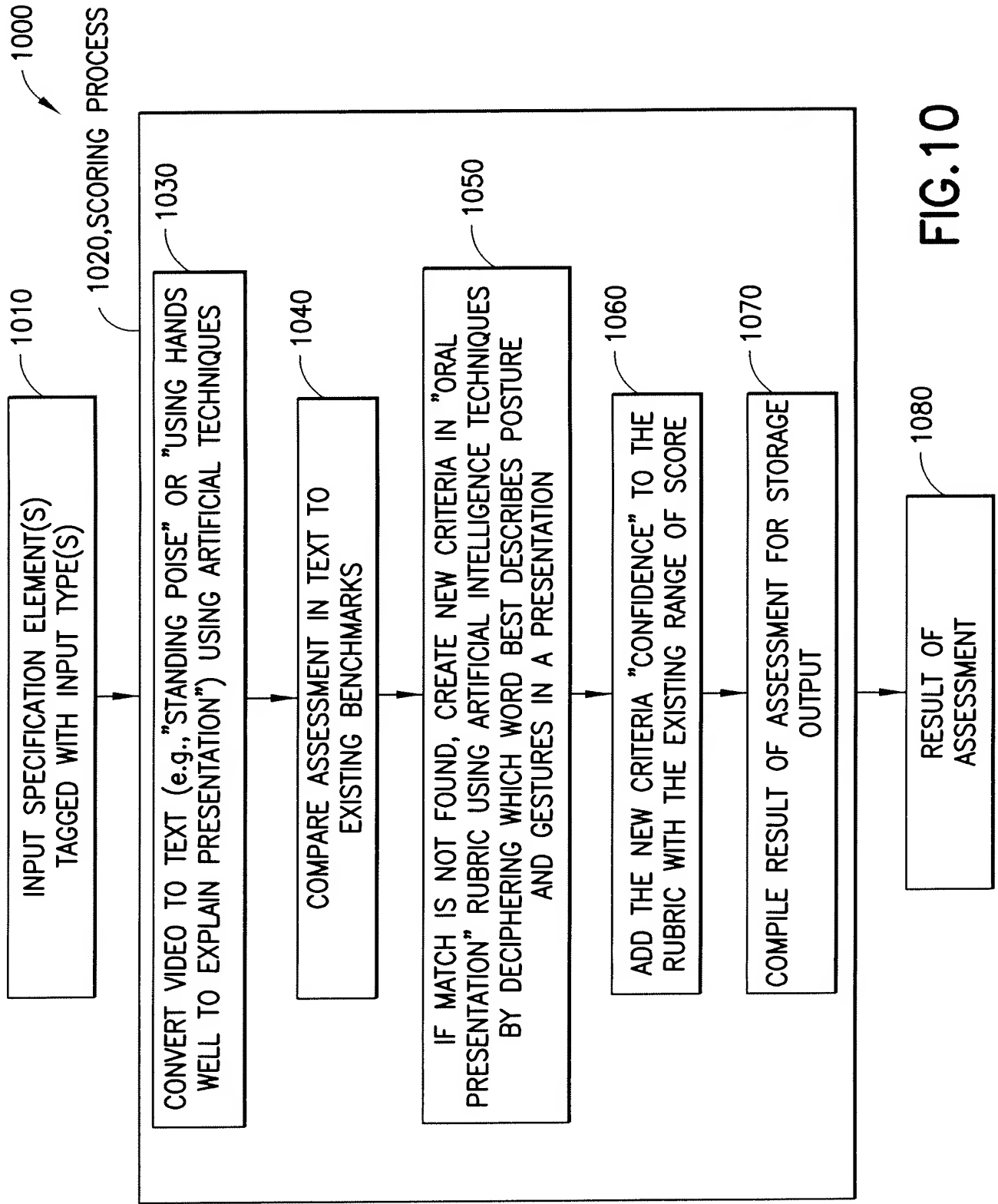


FIG.10

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<STUDENT>
  <FIRSTNAME> Umer </FIRSTNAME> 1110
  <LASTNAME> Farooq </LASTNAME> 1115
1020 </RUBRIC>
      <TITLE> Oral Presentation </TITLE>
1030 <CRITERIA>
          <TEXT> Delivery </TEXT>
          <COMMENT>4</COMMENT>
1040 <BENCHMARK> Student used a clear
voice and correct, precise pronunciation of terms.
          </BENCHMARK>
          </CRITERIA>
1050 <CRITERIA>
          <TEXT> Visuals </TEXT>
          <COMMENT>3</COMMENT>
1060 <BENCHMARK> Visuals related to text
and presentation. </BENCHMARK>
          </CRITERIA>
        </RUBRIC>
      </STUDENT>

```

FIG. 11

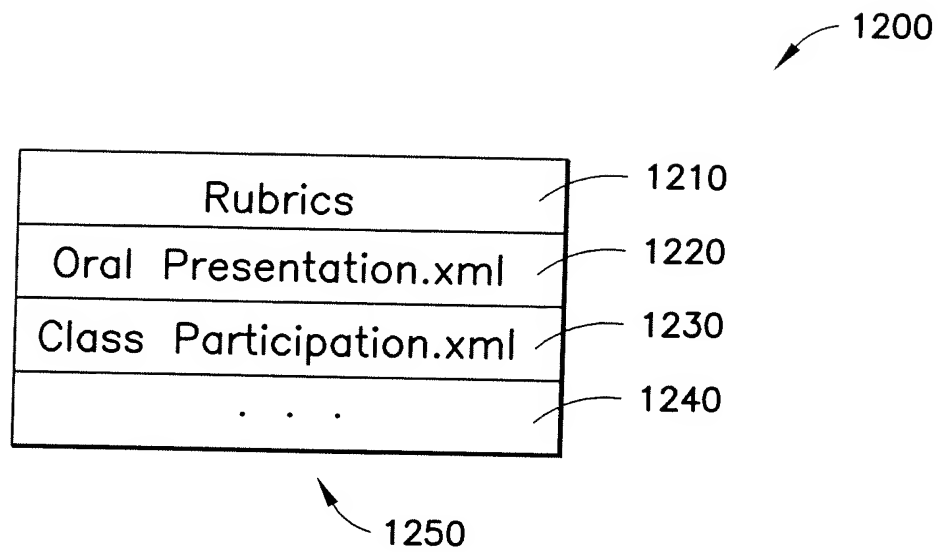


FIG. 12

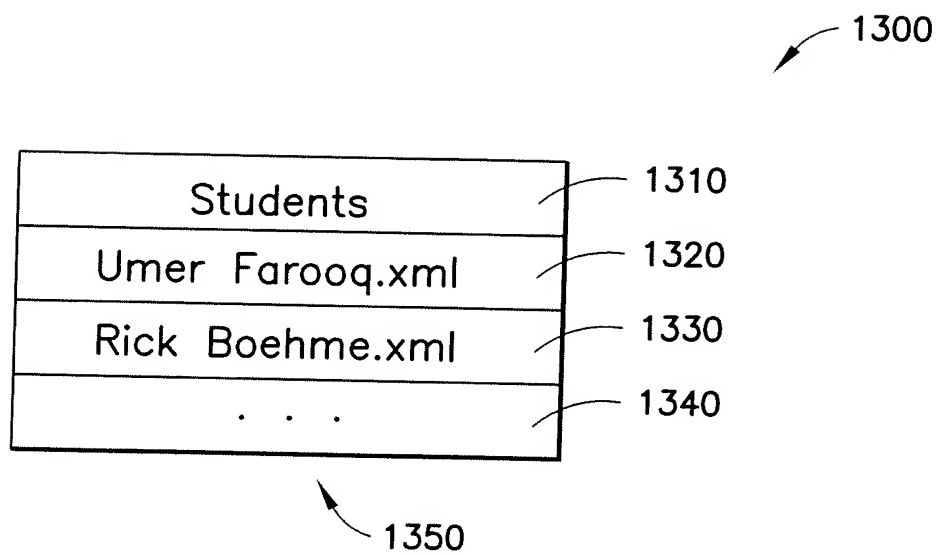


FIG. 13

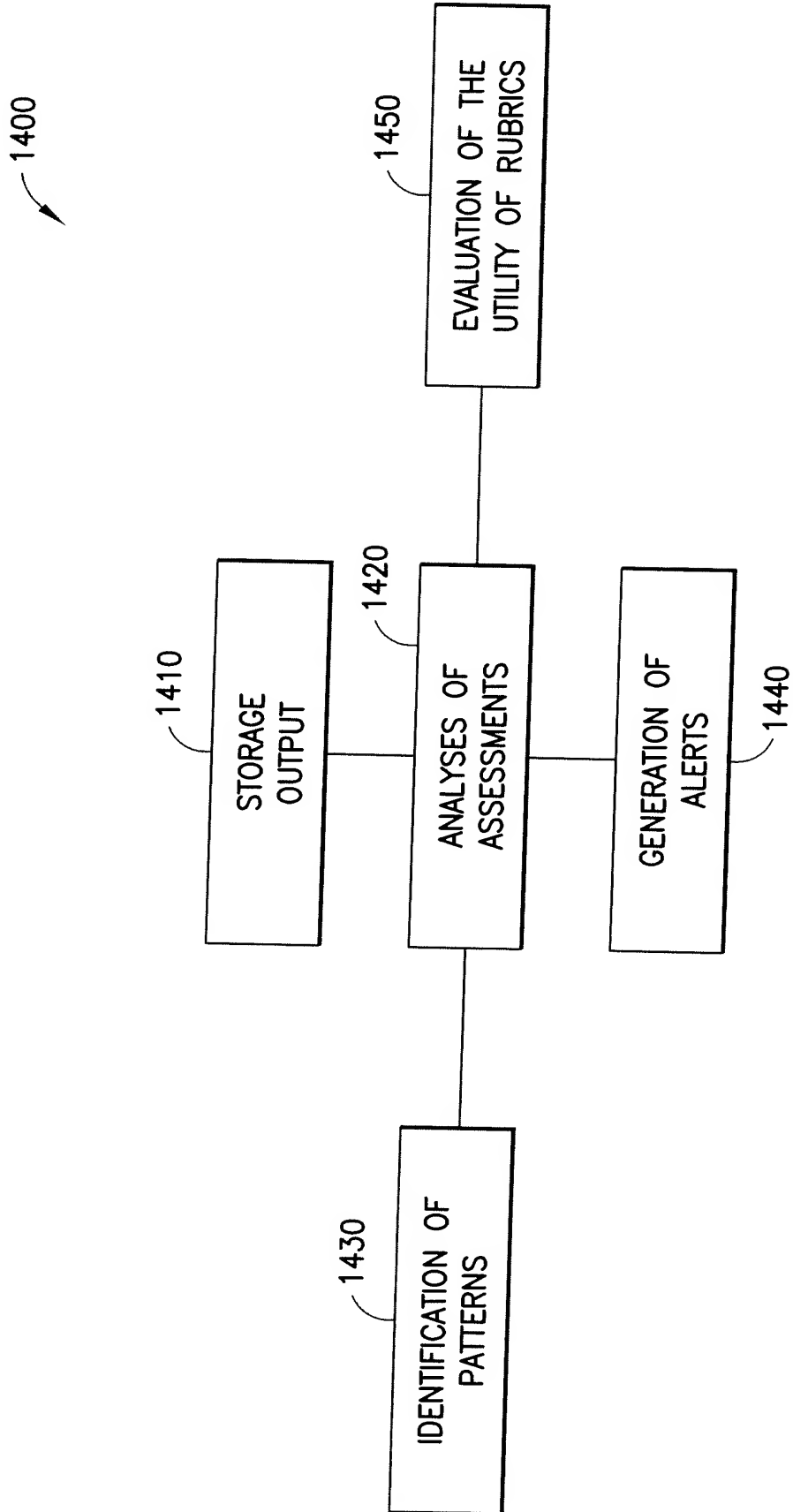


FIG.14

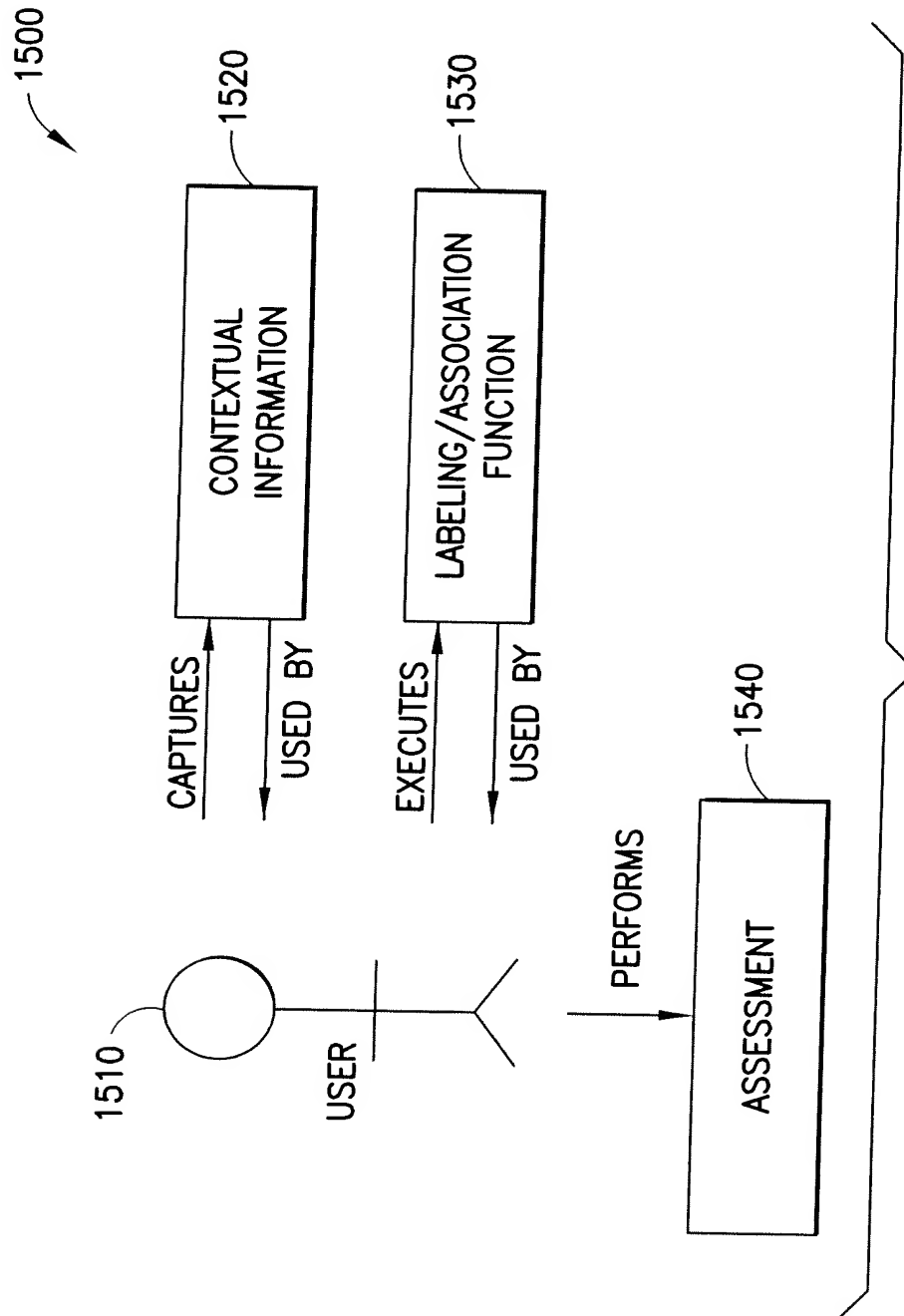


FIG.15A



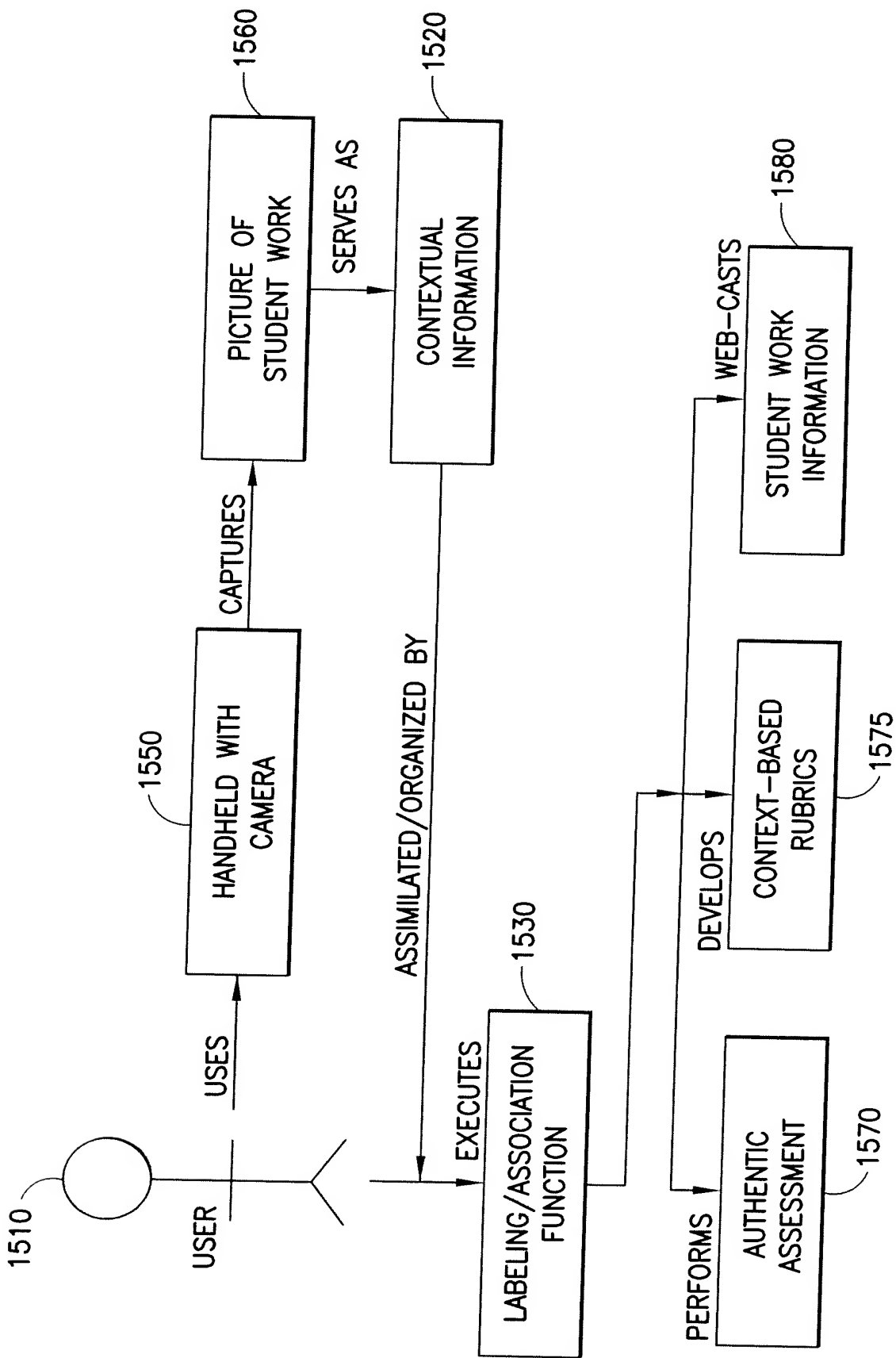


FIG.15B